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ABSTRACT

In 1981-82, over 4,500 staff members and parents of the Detroit Public Schools participated in the inservice education programs funded through the Federally Assisted Staff Training (FAST) Project. These activities were carried out in over 140 workshops to provide training for the academic improvement of Title I target students. The following categories represent the thrust of the sessions: (1) teacher and paraprofessional teams, (2) teacher behavior improvement, (3) classroom discipline, (4) learning disabilities, (5) individualized instruction, (6) mathematics material development, (7) classroom material production, (8) affective education, (9) perceptually handicapped, (10) parent training, (11) self concept, (12) career education, (13) classroom management, and (14) reading in content areas. Questionnaires (see Appendix B) for staff members and parents were sent to elicit the extent to which participants found the workshops to be helpful. Consultants, group participants, goals and objectives, and materials and/or exercises were perceived as workshop strengths. Weaknesses of staff development programs are discussed and recommendations are presented. Samples of inservice training sessions and evaluation reports are included in the appendices. (PN)

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EVALUATION
OF
PROJECT FAST

(Federally Assisted Staff Training)

Funded by
Elementary and Secondary Education Act Chapter 1

Prepared by:

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Office of Research, Planning and Evaluation
Department of Research and Evaluation
Detroit Public Schools

November, 1982

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Project FAST Fact Data

Title	:	Federally Assisted Staff Training (FAST) Project
Funding Source	:	Title I of Elementary and Secondary Education Act
Funding Level	:	$184,524.00
Purpose of Project	:	The purpose of Project FAST workshops is the improvement and/or enhancement of students' performance in major academic areas in other Title I programs.
Eligibility	:	Teachers whose total teaching load includes at least seventeen percent (17%) of the schools' Title I student population; Title I funded staff, Title I paraprofessionals, and parents of Title I students.
Evaluation	:	Project FAST is evaluated on a regular basis by the Department of Research and Evaluation.
First Year of Funding	:	1966-67
Program Features	:	Over one hundred forty (140) project workshops were conducted during the project year, according to assessed or anticipated needs.

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Synopsis of Project FAST Evaluation Report

The 1981-82 Federally Assisted Staff Training (FAST) Project provided inservice training activities for over 4,500 participants.

The primary objective of the project was to provide inservice training for the academic improvement of Title I target students.

Specific guidelines for the project defines eligibility for Title I participants for inservicing as any academic teacher who meets one or more of the following criteria and whose name is on file in the project office.

Objectives of the Project

1. To improve the quality of instruction in participating Title I schools;
2. To assist Title I staff members in self-evaluation and initiation;
3. To develop new curricular approaches for teaching of students in Title I schools, and;
4. To train groups of Title I teachers and administrators who will in turn effect other teachers with Title I projects.

To facilitate evaluation of the project, questionnaires were sent to a selected sample of workshop participants, directors and consultants. A random sample of workshops were evaluated and five copies of each report were sent to the director of the workshop. The data suggest the following conclusions about the evaluation design, workshop procedures, consultant(s), and workshop outcomes.

Staff Perceptions of Inservice Workshop

1. Ninety percent (90%) of the participants indicated that there was sufficient time to achieve the workshop(s) stated objectives.

2. Ninety-five percent (95%) of the participants indicated that the physical setting and facilities were suitable for the workshop functions.

3. Ninety-six percent (96%) of the participants indicated that the day, time of day, and/or general timing of the workshop(s) were appropriate for its purpose.

4. Ninety-four percent (94%) of the participants indicated that the workshop(s) activities were well structured and organized.

5. Ninety-two percent (92%) of the participants indicated that the training procedures used in the workshop(s) were appropriate to its goals.

6. Ninety-four percent (94%) of the participants indicated that the training format provided sample opportunities for active involvement and personal interaction with the consultants and other participants.

7. Ninety-six percent (96%) of the participants indicated that the size of the workshop(s) training group(s) was about right for its purpose.

8. Ninety-six percent (96%) of the participants indicated that the consultants were knowledgeable and skillful in their presentation and implementation of the program activities.

9. Ninety-seven percent (97%) of the participants indicated that the consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.

10. Ninety-five percent (95%) of the participants indicated that the consultants were genuinely concerned with the progress of the participants.

11. Ninety-four percent (94%) of the participants indicated that the consultants program activities were planned and presented in agreement with your perception of the workshop goals and objectives.

Staff Perceptions of Inservice Workshop (Con't)

12. Ninety percent (90%) of the participants indicated that there was considerable agreement between the workshop's stated objectives and what I actually gained.

13. Ninety-three percent (93%) of the participants indicated that the ideas presented were appropriate for my background and needs.

14. Ninety-two percent (92%) of the participants indicated that the presentations stimulated further thought and interest in my daily working situation.

15. Ninety-two percent (92%) of the participants indicated that most of the ideas gained in the workshop(s) will be used in my instruction.

16. Ninety-two percent (92%) of the participants indicated that most of the ideas gained in workshop(s) will be shared with my colleagues.

17. Ninety-three percent (93%) of the participants indicated that others should be encouraged to be a part of this type of inservice.

The respondents were also asked to comment on strengths and weaknesses of the workshops. The results are as follows:

Strengths of the Workshop

Consultants (199)

Group Participants (156)

Goals and Objectives (158)

Materials and/or Exercises (157)

Weaknesses of the Workshop

There were no major weaknesses indicated by the respondents.

Parents' Perceptions of Inservice Training

1. Ninety-nine percent (99%) of the parents indicated that the workshop objectives were clearly presented.

2. Eighty-four percent (84%) of the parents indicated that there was enough time to finish the workshop's objectives.

3. Ninety-nine percent (99%) of the parents indicated that the training procedures used in the workshop were adequate.

4. Ninety-eight percent (98%) of the parents indicated that the workshop was well organized.

5. Ninety-four percent (94%) of the parents indicated that the consultants were knowledgeable and skillful in their presentations.

6. Eighty-seven percent (87%) of the parents indicated that the consultants' program activities were planned and presented adequately.

7. Ninety-four percent (94%) of the parents indicated that the skills and information presented to them in the workshop were useful.

8. Eighty-eight percent (88%) of the parents indicated that the materials, handouts, and exercises were useful to them.

9. One hundred percent (100%) of the parents indicated that they would use something that was suggested by the consultants.

10. One hundred percent (100%) of the parents indicated that they would recommend this workshop to other parents.

The respondents were also asked to comment on strengths and weaknesses of the workshops. The results are as follows:

Strengths of the Workshop

Consultants (171)

Materials and/or Exercises (176)

Group Participants (129)

Goals and Objectives (134)

Director(s) (89)

Weaknesses of the Workshop

There were no major weaknesses indicated by the respondents.

Conclusion

> "To be most effective, inservice training should include theory, demonstration, practice, feedback, and classroom application."

According to research most staff development programs are irrelevant and ineffective, a waste of time and money. Disjointed workshops and courses focus on information dissemination rather than stressing the use of information or appropriate practice in the classroom.

There are several reasons for the current problems in staff development programs. The first is the negative attitudes held by educators toward inservice education. State and national studies conducted during the last seven years consistently suggest that the majority of the teachers and administrators are not satisfied with current inservice/staff development programs. The most common defects reported are poor planning and organization, activities that are impersonal and unrelated to the day-to-day problems of participants, lack of participant (teacher and administrator) involvement in the planning and implementation of their inservice, inadequate needs assessment, and unclear objectives. The lack of follow-up in the classroom or job setting after training takes place is almost universal. While educators are generally negative about current practice, nearly all teachers and administrators see inservice education as crucial to improved school programs and practice.

A second problem is the view of teachers held consciously or unconsciously by many administrators and reflected in the way that staff development is designed. In the main, those responsible for staff development view staff members as:

a. disliking inservice training and trying to avoid involvement in professional growth.

b. needed to be persuaded, rewarded, punished, controlled, and forced them to work toward the goals of the school and to participate in inservice education.

c. preferring to be directed and wishing to avoid responsibility for their inservice education.

This has created expectations and a self-fulfilling prophecy.

A third problem is that most inservice education has focused upon information assimilation. That is, someone presents ideas, principles, and/or skills for use back on the job (information presented); then the participants explore the full meaning of these ideas and discuss applications for the work setting; finally, the inservice ends, and the person goes back to his/her job to implement what was understood. This does not fit what we know about adults and adult learning. In fact, the major flow in staff development appears to be what we have ignored what IS known about the adult learner, and adult learning, just as we have accused teachers of ignoring the individual child and how he or she learns.

Finally, we have not modeled the kinds of practices in inservice training we ask teachers to use in their classrooms, and principals to support in their school. For example, most inservice has not had clear objectives, been individualized, provided options and choices in learning activities, been related to the learner interests and needs, developed responsibility, and promoted trust and concern.

These are just a few of the problems, but, based on the best data we have now, they seem to be the major ones. While these situations do not exist in all our schools, there is substantial evidence to indicate that these problems do persist in some degree in some school where inservice education is not effective.

Recommendations

1. Time allotments for workshop should be reappraised to consider whether objectives can be reasonably met in the given period of time. Some of the administrators and the teachers indicated that there was "not enough time."

2. A follow-up study should be made of the participants of some of the workshops who participated during 1981-82 school year to find out what aspects of their training are they using or what aspects should be emphasized more in the future workshops.

3. Efforts should be made to involve some grade levels or total staff of a school in an effective instructional program, and use that school as a "model."

4. Efforts should be made to offer continuous workshops in a specific area where there will be enough time for the participants to get theory, practice, feedback, and classroom application (including staff members and parents).

5. Efforts should be made by school administrators to spend more time on planning the workshops based on assessment needs of their school. Half a day workshops should be eliminated as a general rule. Three hours are not enough to make any changes in the participants behavior or instructional mode.

6. Efforts should be made to offer workshops on a regional basis based on assessment needs of the participants.

7. Efforts should be made to evaluate student achievement based on an extensive training of the staff in a specific area, e.g., reading or mathematics.

8. Efforts should be made to involve school administrators in all workshops. It is extremely wasteful of resources to spend great time and money on inservice programs for teachers and school service assistants if their administrators are completely ignored. It is the purpose of this recommendation to provide the administrators with an awareness of all inservice programs and with some techniques that will enable them to adapt to continuously changing educational and social environment. Such an involvement is obviously crucial if the staff members are to make best advantage of the training they are receiving.

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Appendix A

Random Sample of Inservice Training
Sessions Conducted Under Project FAST 1981-82

Appendix B

Staff Workshop Evaluation Form
Parents' Workshop Evaluation Form

Appendix C

A Sample of Staff Evaluation Report
A Sample of Parents' Evaluation Report

INTRODUCTION

Our rapidly expanding technology and its accompanying explosion of knowledge mandate a recognition by educational institutions that teachers must regularly increase their own effectiveness in the educational process. Relating educational research to classroom practices, which in turn modify student behavior, necessitates a broadly conceived plan where teachers may investigate, experiment, articulate and evaluate emerging trends in content and methodology. Recognizing that the classroom teacher has a limited amount of time during the school day to turn to matters beyond direct involvement with students, the district should provide opportunities for inservice education on a regular basis.

A contemporary inservice program places responsibility on supervisors and administrators to provide the organizational means for promoting, implementing, and utilizing the ideas and contributions to be derived from a total involvement of the professional staff. The framework must allow for the modern processes of group dynamics, for practical approaches to identifiable problems and for horizontal and vertical communication.

The benefits to be derived from a comprehension inservice program are:

1. Fulfillment of local district needs.
2. Evaluation of teacher morale and increase in teacher status.
3. Shared responsibility for curriculum development.
4. Improvement of instructional techniques.
5. Accountability for implementation.

An inservice program has the advantage of providing on a regular basis for the continuation of projects that gain priority. In addition it provides greater flexibility in grouping personnel horizontally or vertically, depending on purpose and need. Regular inservice has the primary advantage of continuity and total involvement.

1. Persons (teachers) who are to be affected by decisions should be involved in making those decisions. Administrators should include the teachers in the planning of the inservice program.

2. The inservice program should provide the teachers with an opportunity for releasing their abilities and involvement in the decision-making process, this would tend to remove the feeling that innovations were imposed upon them.

3. Inservice should be an ongoing process and provide for appropriate continuing support of efforts participants make to use the inservice training experiences.

4. A planned strategy for inservice programs.

    a. Establishing effective problem-solving teams.

    b. Providing appropriate materials, equipment and human resources.

    c. Providing adequate physical facilities.

    d. Providing release time from their regular assignments for participants.

Over 4,500 staff members and parents of the Detroit Public Schools have participated in the inservice education programs funded through the Federally Assisted Staff Training (FAST) Project.

The workshop activities were held principally at local schools and Region offices. The majority of the sessions were held after school hours or on Saturday. In a few instances, provisions were made for activities

to take place during the school day.

Stipends were granted to all participants and were determined according to job category. Teachers and administrators received $7.95 per hour or $39.75 for a five-hour workshop day.

Description of the Project

The 1981-82 Federally Assisted Staff Training (FAST) Project provided 4,500+ participants with inservice training activities. These activities were carried out in workshops during the school year, and the summer.

The primary objective of the project was to provide inservice training for the academic improvement of Title I target students.

Project FAST provided numerous meaningful inservice training workshops for school staff members and parents. All of these sessions were designed to ultimately have an impact on the performance of the Title I target population students.

Guidelines for the project define eligibility for Title I participants for inservicing as any academic teacher who meets one or more of the following criteria and whose name is on file in the project office. Specifically, they read:

1. the total teaching load of a teacher must include 17% of the children on the school's Title I eligibility list. This figure represents the school's cut-off figure for Title I eligibility;

2. the teacher works with instructional Title I paraprofessionals for an amount of time equivalent to at least 1/3 of a paraprofessional's work load. For example, if paraprofessionals are in the classroom for

ten hours per week, that teacher is considered a Title I eligible teacher;

3. the teacher receives any portion of salary from Title I funds;

4. all Title I paraprofessionals are eligible for in-service participation.

Objectives of the Project

1. To improve the quality of instruction in participating Title I schools;

2. To assist Title I staff members in self-evaluation and initiation;

3. To develop new curricular approaches for the teaching of students in Title I schools; and

4. To train groups of Title I teachers and administrators who will in turn effect other teachers with Title I projects.

In order to facilitate accomplishment of the above objectives, workshops were held within the schools. The following categories is a small sample that represent the thrust of these sessions: (See Appendix A).

1. Teacher and Paraprofessional Teams

   This inservice training consisted of role definition, development of mutual performance goals, human relations, cooperative planning, job functions, and growth assessment.

2. Teacher Behavior Improvement

   This training focused on developing techniques for improving the role of the teacher in the classroom.

3. Classroom Discipline

   These participants received a number of suggestions on how to extend good classroom management. They explored reasons for break downs and received strategies for avoiding classroom confrontation.

4. Learning Disabilities

Those in attendance learned to identify students with learning disabilities and how to prescribe instructional techniques to meet the individual needs of children.

5. Individualized Instruction

This training offered specific methods and techniques by which individualized instruction can occur in the classroom. Plans were developed for individualizing the classroom instruction.

6. Mathematics Material Development

This session was designed to identify and produce manipulative materials.

7. Classroom Material Production

In this workshop, participants learned to produce a number of inexpensive aids to be used in individualizing instruction for children.

8. Affective Education

The training session on affective education dealt specifically with ways to recognize, accept, and appropriately express feelings and values in classroom and other settings with children.

9. Perceptually Handicapped

The thrust of this workshop was to assist the participants in identifying children who are perceptually handicapped and to help them remediate the problems in the classroom by a variety of methods and materials.

10. Parent Training

To train Title I parents in ways to assist their children to achieve academically.

11. Self-Concept

This training helped staff and parents to understand the principles of self-concept in an effort to maximize their intellectual potential and social adjustment.

12. Career Education

This training helped parents become aware of varied career opportunities available for their children and help parents to encourage their children to continue to attend school.

13. Classroom Management

This workshop was given to assist educators in designing more effective programs to increase staff competence and student learning.

14. Reading In Content Areas

This training session was given to assist middle school teachers in adjusting instruction to underachieving students.

Implementation of the Project

The Project FAST Director assisted principals and/or designees in planning and developing inservice strategies. The FAST Director went to the schools and met with the principals/designees to discuss inservice plans. The director further assisted the local schools by contacting vendors for supplies, sending out vouchers, securing facilities, and arranging for the appropriate consultants for training sessions. Workshops were also monitored by the project director at each workshop session.

The plans for carrying out the 1981-82 Project FAST programs were based on four operational principles:

1. Staff development activities will be oriented to Title I teachers and other Title I personnel as opposed to the total school system.

2. The project will include wherever possible, a tie to the Superintendent's Achievement Plan and will build the educational skills to a higher level of sophistication.

3. The project will include a reflection of the current educational interest in involving outside agencies to assist us in solving our problems.

4. The project will include wherever possible, a multiplier process in which those who receive training will be in position to effectively assist others to gain the same experiences.

Evaluation of 1981-82 FAST Project

Two questionnaires were sent to a selected sample of workshop participants. One questionnaire dealt with staff members and the other questionnaire dealt with the parents.

The questionnaires (see Appendix B) were designed to elicit from the respondents the extent to which they found their workshops to be helpful in achieving their objectives.

Staff Questionnaire

The staff questionnaire consisted of seventeen statements. The staff questionnaire responses were computed for the percent of agreement by the number and percentage of respondents who marked "Strongly Agree" or "Agree" per item are presented on the succeeding page. Please note that the percent is based on number responding per item. Those who did not answer were excluded in the computation. A scale of one to four was used for the mean of the scores. The score of 1 equals "Strongly Disagree" and the score of 4 equals "Strongly Agree." The results are listed on the following pages. (See sample of an evaluation report in Appendix C).

In-Service Training Workshop

	Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
	ANALYSIS OF WORKSHOP DESIGN			
1.	There was sufficent time to achieve the workshop's(s) stated objectives.	276/307	90%	3.6
2.	The physical setting and facilities were suitable for the workshop functions.	303/318	95%	3.5
3.	The day, time of day, and/or general timing of the workshop(s) were appropriate for its purpose.	290/301	96%	3.6
4.	The workshop's(s) activities were well structured and organized.	275/293	94%	3.6
	WORKSHOP PROCEDURES			
1.	The training procedures used in the workshop(s) were appropriate to its goals.	275/299	92%	3.6
2.	The training format provided ample opportunities for active involvement and personal interaction with the consultants and other participants.	287/306	94%	3.6
3.	The size of the workshop(s) training group(s) was about right for its purpose.	296/307	96%	3.5

	Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
	CONSULTANT(S)			
1.	The consultants were knowledgeable and skillful in their presentation and implementation of the program activities.	289/301	96%	3.5
2.	The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	299/307	97%	3.5
3.	The consultants were genuinely concerned with the progress of the participants.	284/293	95%	3.5
4.	The consultants' program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	283/302	94%	3.6
	WORKSHOP OUTCOMES			
1.	There was considerable agreement between the workshop's stated objectives and what I actually gained.	274/301	90%	3.5
2.	The ideas presented were appropriate for my background and needs.	281/302	93%	3.5
3.	The presentations stimulated further thought and interest in my daily working situation.	274/295	92%	3.6
4.	Most of the ideas gained in the workshop(s) will be used in my instruction.	276/300	92%	3.4

	Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
	WORKSHOP OUTCOMES (Con't)			
5.	Most of the ideas gained in workshop(s) will be shared with my colleagues.	274/297	92%	3.4
6.	Others should be encouraged to be a part of this type of inservice.	280/300	93%	3.4

The respondents were also asked to comment on strengths, weaknesses, and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

Consultants (199)

Group Participants (156)

Goals and Objectives (158)

Materials and/or Exercises (157)

Weaknesses of the Workshop

There were no major weaknesses indicated by the respondents.

Suggestions For Improving Future Workshops

"Too long and boring; not enough time; more sessions - less emphasis on theoretical points; no obvious weaknesses; too little information - too little time to digest."

"Subject too personal and complex to gain much in a short time."

"Objective of participants sometimes conflicted with consultants. This was cleared up at the one before last workshop."

"Far too vast a subject to be covered in three sessions."

Suggestions For Improving Future Workshops (Con't)

"Not enough time. Better preparation for materials presented."

"Have shorter time for workshop; make it more interesting for all persons."

"Need more current film for viewing. Seemed strained in keeping things moving at times. I felt that some details that were neglected or handled poorly contributed to many of our problems at the hotel and travel to sites."

"We often sat too long, resulting in dozing and boredom. The group inactive produced some changes of value; (more accurate maps and directions)."

"Visitations of schools would have been more meaningful if students were in their classrooms."

"I would like to see many of the person attending this session come to another session and continue the learning process and up date as we proceed."

"Not enough time."

"Everything was very nice."

"I feel that the next workshop should be an all day workshop. The workshop itself was great, but there just wasn't enough time to complete the projects that I needed to help my child."

"This was one of the most well attended Make and Take Parent Workshops. They were pleased and eager to make projects. I would like to see this done as often as possible."

"Do more workshops of this kind! Excellent!!!"

"Break down objectives rather than such a great overview, which, in fact, deals with too much in too little time. More exchange professional to professional rather than adult/child."

"Group participants should be informed at the beginning of the expectations and degree of performance because maybe someone is not willing to commit himself to this type of strenuous tedious behavior which I think may help cut down on absenteeism perhaps in an informal meeting."

"Inservice training throughout the year."

Suggestions For Improving Future Workshops (Con't)

"I think this should be expanded to other teachers whereas these six teachers will be doing effective teaching - others will not. So we need a type of balance there so that every teacher in that building will be doing effective teaching or aware of it."

"Parents should become involved in a similiar situation because they definitely have a positive role to play in shaping the child's behavior and learning patterns."

Parents Questionnaire

The parents questionnaire consisted of twelve statements. The parents' responses were computed for the percent of agreement by the number and percentage of respondents who marked "Yes" per item are presented on the succeeding pages.

Please note that the percent is based on the number responding per item. Those who did not answer were excluded in the computation. The results are displayed on the following pages. (See sample of report in Appendix C). Five copies of each evaluation report was sent to each school.

In-Service Training Workshop

	Statements	Number of Respondents	Percent of Positive Responses
1.	Were the workshop objectives clearly presented?	273/276	99%
2.	Was there enough time to finish the workshop's objectives?	194/230	84%
3.	Were the training procedures used in the workshop adequate?	244/246	99%
4.	Was the workshop well organized?	258/263	98%
5.	Were the consultants knowledgeable and skillful in their presentations?	218/231	94%
6.	Were the consultants' program activities planned and presented adequately?	202/231	87%
7.	Would the skills and information presented in the workshop be useful to you?	190/202	94%
8.	Were the materials, handouts, and exercises useful to you?	202/230	88%
9.	Would you use anything that was suggested by the consultants?	263/263	100%
10.	Would you recommend this workshop to other parents?	263/263	100%

The respondents were also asked to comment on strengths, weaknesses, and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

Consultants (171)

Materials and/or Exercises (176)

Group Participants (129)

Goals and Objectives (134)

Director(s) (89)

Weaknesses of the Workshop

There were no major weaknesses indicated by the respondents.

Suggestions For Improving Future Workshops

"I don't know any as yet but what I have seen and learned here is very positive for parents and the schools."

"Workshops should be longer so that consultants are able to finish material that they want to cover (goals and objectives)."

"Instead of three fifty-five (55) minutes workshops there should be two workshops of an hour and a half."

"They need more time and more group participants, in order to give view and points across."

"Extend the time for the sessions."

"Maybe instead of having nine (9) programs and try to have some of each for everyone, we may need to have one at a time to attend."

"There should be more workshops."

"I had a little longer time on this workshop but not enough time."

"Time seemed short in comparison to information presented:
1) Extend time per session with breaks;
2) group participation has to be motivated; it's hard to get voluntary responses;
3) if time is critical have more workshops more often. Very informative!"

"I found the three classes that I attended were very helpful to me, and made me more comfortable. Mike Syropoulos was <u>great</u>!"

"Need more workshops of this kind."

Suggestions For Improving Future Workshops (Con't)

"They were all so good - would like to have more; and we need some of them. I have learned a lot."

"I think the time limit on the classes should be longer."

"Need more of them."

"Need more time, and more sessions."

"More time."

"Hope and trust that we are able to have this workshop over and longer. Our instructor was excellent."

"Should be more - enjoyed it all."

"There isn't any; our director, Grinac was just beautiful and, I thank her very much for her suggestions. It will help me now and in the future to better myself as well as my child."

"Workshops need a little more time."

"Time spent was very worthwhile. The director was an excellent presenter and gave definite ideas to change my child's attitude towards himself as well as my own attitude. The awareness of our speaking habits in influencing our attitudes."

"I would say perhaps six sessions instead of four."

"More information out to other parents so they can understand the need of this workshop and other workshop(s). The director was great; she gave us a lots of helpful information."

"Very creative and informative!! More of these in-service training workshops should be done for teachers and parents!!"

"They brought out many different points that I did not know about - like how special programs are funded. Also, the simple things they teach at this level that as adults we take for granted; such as, time and how to tell time, and how to read a calendar and thermometer. This workshop will help parents teach their children: continue these programs."

"Provide babysitting and maybe more parents would show up."

"A very informative and enjoyable workshop."

"The workshop was very helpful to me."

Suggestions For Improving Future Workshops (Con't)

"The materials were very useful."

"I hope there will be more workshops."

"I thought that the workshop was excellent."

"There can be no improvement of the workshop itself; it's rewarding and very helpful to my children. I also have a child in the second grade workshop, and find that they work well with each other with each of their material packages. But the parents are too quiet and not fast enough with answers. But don't worry, Mrs. Butts, they will loosen up."

"Director and Consultant were excellent in preparations and getting the information over to their audience."

"Would like to see more parent workshops. They prove to be helpful."

"Having at least two (2) Consultants instead of one (1) to break the monotony and make it more interesting."

'More materials and exercises you can write or create like workshop last week (April 27th). Although this workshop was informational, it became a little boring because of 'repetition.' "

Conclusion

> "To be most effective, inservice training should include theory, demonstration, practice, feedback, and classroom application."

According to research most staff development programs are irrelevant and ineffective, a waste of time and money. Disjointed workshops and courses focus on information dissemination rather than stressing the use of information or appropriate practice in the classroom.

There are several reasons for the current problems in staff development programs. The first is the negative attitudes held by educators toward inservice education. State and national studies conducted during the last seven years consistently suggest that the majority of the teachers and administrators are not satisfied with current inservice/staff development programs. The most common defects reported are poor planning and organization, activities that are impersonal and unrelated to the day-to-day problems of participants, lack of participant (teacher and administrator) involvement in the planning and implementation of their inservice, inadequate needs assessment, and unclear objectives. The lack of follow-up in the classroom or job setting after training takes place is almost universal. While educators are generally negative about current practice, nearly all teachers and administrators see inservice education as crucial to improved school programs and practice.

A second problem is the view of teachers held consciously or unconsciously by many administrators and reflected in the way that staff development is designed. In the main, those responsible for staff development view staff members as:

a. disliking inservice training and trying to avoid involvement in professional growth.

b. needed to be persuaded, rewarded, punished, controlled, and forced them to work toward the goals of the school and to participate in inservice education.

c. preferring to be directed and wishing to avoid responsibility for their inservice education.

This has created expectations and a self-fulfilling prophecy.

A third problem is that most inservice education has focused upon information assimilation. That is, someone presents ideas, principles, and/or skills for use back on the job (information presented); then the participants explore the full meaning of these ideas and discuss applications for the work setting; finally, the inservice ends, and the person goes back to his/her job to implement what was understood. This does not fit what we know about adults and adult learning. In fact, the major flow in staff development appears to be what we have ignored what IS known about the adult learner, and adult learning, just as we have accused teachers of ignoring the individual child and how he or she learns.

Finally, we have not modeled the kinds of practices in inservice training we ask teachers to use in their classrooms, and principals to support in their school. For example, most inservice has not had clear objectives, been individualized, provided options and choices in learning activities, been related to the learner interests and needs, developed responsibility, and promoted trust and concern.

These are just a few of the problems, but, based on the best data we have now, they seem to be the major ones. While these situations do not exist in all our schools, there is substantial evidence to indicate that these problems do persist in some degree in some school where inservice education is not effective.

As educators, we should look at the nature of adult learning, which has generally been ignored by those responsible for staff development even though they are the largest group of adult educators in this country. To plan and conduct effective inservice education, we need to be aware of a number of facts related to adult learning:

* Adults will commit to learning something when the goals and objectives of the inservice are considered realistic and important to the learner, that is job related and perceived as being immediately useful.

* Adults will learn, retain, and use what they perceive is relevant to their personal and professional needs.

* Adult learners need to see the results of their effects and have accurate feedback about progress toward their goals.

* Adult learning is ego-involved. Learning a new skill, technique, or concept may promote a positive or negative view of self. There is always fear of external judgement that we adults are less than adequate, which produces anxiety during new learning situations such as those presented in inservice training programs.

* Adults want to be the origins of their own learning; that is involved in selection of objectives, content, activities, and assessment in inservice education.

* Adults will resist learning situations which they believe are an attack on their competence, thus the resistance to imposed inservice topics and activities.

* Adults come to any learning experience (inservice) with a wide range of previous experiences, knowledge, skills, self-direction, interests, and competence. Individualization, therefore, is appropriate for adults as well as children.

* Closely related, adults reject prescriptions by others for their learning, especially when what is prescribed is viewed as an attack on what they are presently doing.

* Motivation is produced by the learner; all one can do is encourage and create conditions which will nurture what already exists in the adult.

* Adult learning is enhanced by behaviors and inservice that demonstrate respect, trust, and concern for the learner.

Probably the two most significant new pieces of information on adult learning uncovered during the last decade have direct and important implications for those responsible for inservice.

First, it appears that a higher proportion of adults than formally thought maybe operating at what Piaget calls the concrete operational stage rather than formal operations stage of intellectual development. This suggests that direct and concrete experiences where the learner applies what is being learned are an essential ingredient for inservice education. Abstract, word oriented talk sessions are not adequate to change behaviors.

This lends considerable support to the work of many recent advocates of experiental learning, which originated with John Dewey. Experiential learning - learning by doing - includes:

a. An initial limited orientation followed by participation activities in a real setting to experience and implement what is to be learned - the skill, concept, strategy.

b. An examination and analysis of the experience in which learners identify the effects of their actions.

c. An opportunity to generalize and summarize when the learners develop their own principles and identify applications of these principles.

d. An opportunity to return to try out their principles in the work setting and develop confidence in using what is learned.

Second, the other important finding comes from research by the Rapports in England, and Allen Toughy in Canada. Their work suggests that adults prefer to learn in informal learning strategies where social interaction can

take place among the learners. This implies the need to plan inservice that occurs in the normal work setting.

Finally, there is little doubt that effect staff development in schools is a critical need; many of our past practices have been ineffective. One promising alternative for improving inservice education is experiential learning. Experiential learning accommodates the special learning styles of adults, and it maximizes the transfer of learning from training setting to application on the job. It has the potential to change and improve the equality of instructional and administrative practice in our schools.

As a result of many years of inservice training experience eleven characteristics of successful in-service workshops have been identified in terms of what teachers like in training programs. The eleven characteristics are as follows:

a. Teachers like meetings which they are actively involved. Just as students do not want to be passive, most teachers prefer Dewey's "learning by doing".

b. Teachers like to watch other teachers demonstrate various techniques in their teaching field. Demonstration teaching can serve as a model that teachers can take back to their classrooms.

c. Teachers like practical information - almost step-by-step recipes - on how others approach certain learning tasks. Too often in-service programs are theoretical and highly abstract.

d. Teachers like meetings that are short and to the point.

e. Teachers like indepth treatment of one concept that can be completed in one meeting rather than a generalized treatment that attempts to solve every teacher's problems in one session.

f. Teachers like well organized meetings.

g. Teachers like variety in in-service programs. If the same topics are covered everytime, attendance may drop off.

h. Teachers like some incentive for attending in-service meetings; released time, paid workshops, etc.

i. Teachers like inspirational speakers occasionally. Such speakers can often give a staff the necessary drive to start or complete a school year.

j. Teachers like to visit other schools to observe other teachers in situations similar to their own. These visits, even when observing poor teachers, are highly educational.

k. Teachers like to attend Educational Conference and Conventions for educational renewal and make contact with teachers outside their local school district.

Finally, both teachers and administrators have a challenge; the teachers are expected to make a difference that will improve student learning, and the administrators are responsible for helping teachers make the change. In reality, this seldom occurs. Ideally, it should. School systems perpetuate this discrepancy by insisting that administrators are authority figures to be feared and that evaluations are classrooms observations to be tolerated or endured because that's the way it has always been. The time is ripe for a change, and the process for implementing that change is available.

Recommendations

1. Time allotments for workshop should be reappraised to consider whether objectives can be reasonably met in the given period of time. Some of the administrators and the teachers indicated that there was "not enough time."

2. A follow-up study should be made of the participants of some of the workshops who participated during 1981-82 school year to find out what aspects of their training are they using or what aspects should be emphasized more in the future workshops.

3. Efforts should be made to involve some grade levels or total staff of a school in an effective instructional program, and use that school as a "model."

4. Efforts should be made to offer continuous workshops in a specific area where there will be enough time for the participants to get theory, practice, feedback, and classroom application (including staff members and parents).

5. Efforts should be made by school administrators to spend more time on planning the workshops based on assessment needs of their school. Half a day workshops should be eliminated as a general rule. Three hours are not enough to make any changes in the participants behavior or instructional mode.

6. Efforts should be made to offer workshops on a regional basis based on assessment needs of the participants.

7. Efforts should be made to evaluate student achievement based on an extensive training of the staff in a specific area, e.g., reading or mathematics.

8. Efforts should be made to involve school administrators in all workshops. It is extremely wasteful of resources to spend great time and money on inservice programs for teachers and school service assistants if their administrators are completely ignored. It is the purpose of this recommendation to provide the administrators with an awareness of all inservice programs and with some techniques that will enable them to adapt to continuously changing educational and social environment. Such an involvement is obviously crucial if the staff members are to make best advantage of the training they are receiving.

Appendix A

Random Sample of Inservice Training Sessions Conducted Uner Project FAST

1981-82

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Make and Take For Title I Parents	Title I parents of students in grades 3-5 will be supplied with supplementary materials and activities which they can use at home. These activities will be demonstrated by the consultants.	Parents will have materials to use at home to assist their Title I children with Reading activities. Parents will understand how to use these materials effectively. Students will receive reinforcement from their parent (s) at home academically.	Keidan Elementary
Jackson Middle School Summer School Procedures, Curriculum, and Evaluation Thrust	1. To plan for individualized instruction in reading, writing and math. 2. To evaluate the progress of instruction and plan needed improvements. 3. To make final evaluation of student progress and total summer program.	1. Perform proficiently in curricula areas at the local school level; 2. Become proficient in local school curricula; 3. Participate in on-going student and program evaluation.	Jackson Middle
Region Seven 1982 Summer School Procedures, Curriculum and Evaluation	The purpose of this workshop is to provide summer schools staff with a working knowledge of procedures, curriculum, and evaluation in the 1982 Region Seven Title I Summer Schools.	Region Seven Summer staffs in Title I schools will: 1. Become proficient in procedures and function of summer school at the local school level; 2. Perform proficiently in curricula areas at the local school level; 3. Function with proficiency in the areas of evaluation at the local school level.	Joy Middle

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Parental Involvement In Title I Programs	The administrative staff wishes to maintain consistency among teachers, school service assistants, and parents in the treatment of students. Our goal is to monitor student progress carefully and use test results to improve Title I students' academic performances in mathematics and reading.	a. The teachers, school service assistants, and parents will expect all students to learn. b. The administrative staff has high expectations for staff and parents as well as for students. c. The parents will provide a learning environment in their homes that will support the Sherrill School staff members' efforts to raise the Title I students' achievement in reading and mathematics. Games with educational fringe benefits can be used as teaching aids.	Sherrill Elementary
Construction of Primary Unit MEAP Lessons-Using the Ginn Reading Texts	Primary Unit teachers will develop individualized MEAP lessons and tests to be used with Title I students in conjunction with the Ginn Reading Texts, Level 3-7.	There will be 5 MEAP tests for each Unit in the 5 Primary Unit Reading Levels. Primary 1 - MEAP 5,6,7,19,20 Primary 2 - MEAP 4,8,10,11, 25	McKerrow Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Region 7 1982 Summer School Procedures, Curriculum and Evaluation Thrust	The purpose of this workshop is to provide summer schools staff with a working knowledge of procedures, curriculum, and evaluation in the 1982 Region Seven Title I Summer Schools.	Region Seven Summer staff in Title I schools will: 1) Become proficient in procedures and function of summer school at the local school level; 2) Perform proficiently in curricula areas at the local school level; 3) Function with proficiency in the area of evaluation at the local school level	Clark Elementary
Effective Teaching Summer School Workshop	To communicate to participants the elements of successful teaching that have been distilled from research in human learning and from observations of master teachers in order to improve the academic achievement of Title I target pupils.	Participants will acquire competencies to increase learning and improve student behavior of the targeted Title I population through selecting objectives, teaching to objectives, monitoring and adjusting teaching, and using the principle of learning. Participants will demonstrate competencies learned while assisting in the classroom and targeted students will achieve greater gains in reading and mathematics.	Monica Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Region 7 1982 Summer School Procedures, Curriculum, and Evaluation Thrust	The purpose of this workshop is to provide summer school staff with a working knowledge of procedures, curriculum and evaluation requirements in the 1982 Region Seven Title I Summer School at Damon J. Keith.	Region 7 Summer School Title I staff at Damon J. Keith will: 1) Become proficient in procedures and functions of summer school. 2) Perform proficiently in curricula areas. 3) Perform proficiently in the evaluation process.	Keith Middle
Title I Summer School Pre-Planning	Title I participants will: 1) Identify instructional objectives for summer program; 2) Complete required forms; 3) Plan instructional program; 4) Set up classes.	Teachers will have classes set up and have identified and scheduled their instructional objectives, and completed required forms.	Keidan Elementary
Effective Teaching Summer School Planning Workshop: Stress Management and Teacher Burnout	a. To organize and plan a special summer school program in effective instruction. b. To analyze and evaluate effective instructional teaching behavior.	a. Participants will demonstrate understanding of testing procedures and effective instructional and conferencing techniques. b. Participants will formulate specific guidelines for implementing the program which involves Title I summer school students.	Custer Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Evaluation of Title I Parents' Workshop: Reading - Make and Take Workshop	This workshop is a follow up to the language skills workshop which introduced language activities for Title I parents to use with Title I students. They will make their own Dolch word lists, Reading Flash Cards, word games, etc.	Title I parents will make charts, games, and activities at the Curriculum Lab-Stevenson Bldg., with which to use with their children at home. They will receive instruction as how to use each game or activity.	Keidan Elementary
Title I Parents' Workshop: Kindergarten Title I Parent Workshop	1) To acquaint parents of the Kindergarten Learning Lab Title I target children with and present information on the Ginn-720 Series which is used in the Primary Unit. 2) To give suggestions for activities to do at home which will help the child cope with the learning skills developed in the workbooks.	The parents will have an opportunity to peruse the material and to receive an overview and an understanding of the reading expectations of the Primary Unit. The material that they make at the workshops will aid them in helping their child at home to practice the skills taught in the workbooks.	Keidan Elementary
Behavior Problems In The Classroom	To increase knowledge about behavior modification and further enhance skills in classroom management which will increase their effectiveness as Target Title I teachers.	Target Title I students will be learning from the enhanced skills of the teachers so that cognitive as well as affective growth will be increased.	Leslie Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Madeline Hunter's Techniques-Implementation and Utilization	a. To present Madeline Hunter's techniques to those unfamiliar with her work and review the techniques for those who have been introduced to them. b. To discuss their implementation and utilization at Yost Elementary School.	Techniques learned will be applied to classroom management in Title I groups.	Yost Elementary
The Development of Self Concept	a. To discuss the development of self-concept at the early years and the role of the parent in the development of self-concept. b. To discuss the role of the teacher in the development of self-concept in school.	a. Parents will become knowlegeable and helpful in developing the self-concept of their children b. Teachers will become knowledgeable and helpful in developing the self-concept in their students in the classroom.	Birney Elementary
Behavior Problems In The Classroom: "Make and Take" Aids in Reading and Mathematics	Workshop will help parents of Title I students in the area of mathematics and reading. Parents will make educational aids to be used by their children at home.	Parents will have a better understanding of their child's academic needs in reading and mathematics and they will be able to assist them at home.	Cerveny Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
National Center For Community Education	The participants will have: a. Dialogue with community educators skilled and experienced in program operations. b. An opportunity to sharpen conceptual understanding of community education. c. Exposure to the Flint Community School Laboratory as well as other settings. d. An opportunity to become acquainted with community education films program materials and resources and promotional ideas.	The participants will develop special skill building experiences in selected community education functions and develop a project relating to the home environment.	Eastern Michigan University, Flint, Michigan
How Parents Can Help Children Do Well In School	To assist Title I parents in developing skills of: a. knowing and using school resources; b. participating in Parent-Teacher Conferences; c. aiding Title I students with school assignments; d. resolving social conflicts and behavior problems of Title I students.	Title I parents will receive training to use specific skills and strategies which will enable them to assist Title I students in the learning process.	Parkman Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Stress Management and Teacher Burnout	To expose participants to creative and productive ways of handling stress. To diminish, as much as possible, excessive stress build-up that renders participants less effective.	Staff will gain insight into causes of stress build-up and burn-out syndrome. Staff will acquire flexible coping techniques for handling stress. More effective teaching as a result of better understanding of self.	Newberry Elementar
Home As A Learning Center	To make Title I parents knowledgeable of home activities which aid learning. To demonstrate the use of materials, and to assist Title I parents in the development of materials use.	Title I parents will have materials and knowledge of everyday activities which can be used in the home to enhance Title I students' performance.	Parkman Elementary
How To Teach A Guided Lesson Utilizing DORT, CAT, and MEAP Skills On A Daily Basis	Since Title I classroom teachers and paraprofessionals are inundated with MEAP, DORT, CAT: practical life skills; Career infusion and DOLWE, there is a need to develop time-management skills for a well-developed and correlated reading instruction.	Title I target students will increase in reading achievement as staff, through learning improved classroom management techniques, can chart progress, determine needs and plan or develop lessons related to those needs.	Parkman Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Title I Parents' Workshop: Introduction and Visit to Richard Branch Library for Parents of Title I Kindergarten Children	To introduce Title I parents to the various uses of the Detroit Public Library. The Librarian will discuss the types of material available, the kinds of books available for "little" children, demonstrate story-telling period, and how to guide children in the retelling of a story. Parents will be allowed to browse through the library and select books. Children will be invited to view movie with parent.	Parents will become acquainted with various aspects and uses of the library. They will be encouraged through what they learn to use the library and take their children there.	Keidan Elementary
Third Grade Parents Introductory Workshop	To acquaint Title I parents with the expectations for third grade students. To provide them with a packet of material to be used at home with their third graders.	Title I parents will become more knowledgeable about third grade requirements. With the packet of materials provided, they will be better equipped and informed as to how to work at home with their children.	Yost Elementary
Region Three Parents Working Together In The 80's: Working Together To Identify Educational Needs For Children of the 80's Workshop #2	To provide target parents with an opportunity to receive training in the areas of PAC involvement. Title I legislation and specific strategies in reinforcing students learning at home.	As a result of this workshop participants will be able to share the workshop strategies at their local schools and councils. They will be better able to reinforce student skills in the home.	Drew Middle

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Title I Parents For G.A.I.N. (Growing Awareness is Necessary)	To provide parents of 4th and 5th grade Title I target students with information and skills that will enable them to give support, encouragement, and reading and math tutorial skills to the Title I students who have set goals for themselves in our academic G.A.I.N. for Success. (Growing in Awareness is Necessary) Program for 4th and 5th graders.	Title I target students will actively work towards the academic (reading and math) and personal goals that they have set for themselves in the Students for G.A.I.N. Program in their home environment with parental assistance due to the concept and training the parents will receive in this workshop series.	Coolidge Elementary
Parenting For Title I Advisory Council Parents	To train Title I parents in ways to assist their children to achieve academically.	Parents of our Title I children will learn methods of motivating and assisting their children and will become more effective in their efforts to help them to achieve academically.	Joy Middle
Title I Summer School Planning	Title I participants will: 1) Plan and coordinate summer school program and activites; 2) Review of instructional objectives, progress and problems; 3) Sharing of staff expertise in helping students to master objectives.	1) All activities will be appropriately planned and coordinated; 2) Students will make optimum progress in mastery of specified objectives.	Keidan Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Teacher Expectations	To develop among Chaney's staff an increased awareness and the importance of: teacher attitude, expectations, coordination, planning, organization, and style as they affect the learning of Chaney's Title I students and overall school operation.	As a result of the workshops, Chaney's staff will: 1) Identify what they consider reasonable expectations regarding student achievement. 2) Examine classroom instructional practices for self-improvement. 3) Develop classroom strategies for curriculum coordination and improvement; and, 4) Diagnose and develop teamwork relationships among staff members.	Chaney Elementary
Evaluation and Revision of Title I 1981-82 Math and Reading Program	1) To evaluate 1981-82 Title I Math and Reading objectives and outcomes; 2) To plan revision for 1982-83 school year; 3) To develop 1982-83 implementation schedule for Title I lab teachers; 4) To select specific Math and Reading objectives for emphasis by teachers of Title I students; 5) To develop lesson activities and tests that will reinforce the selected objectives.	Teachers of Title I students will revise 1982-83 Math and Reading programs; develop an implementation schedule for evaluation; produce Reading and Math lessons for Title I students which will be combined with the Math and Reading texts.	McKerrow Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
Title I Primary Reading Plan of Action 1981-1982	To select specific reading objectives to be emphasized during 1982-83 school year. To develop activities lessons and tests that will reinforce the selected objectives.	Title I students will be better able to accomplish the objectives established for emphasis.	McKerrow Elementary
Inservice Training For Title I Summer School Staff: Effective Teaching	The summer school staff members wish to maintain continuity in the instructional programs of the regular ten month program and the summer school program. The participants will develop and evaluate the 1982 summer school program.	A. The reduced class size in summer school will give each student an opportunity to raise his/her academic performance in mathematics and reading. B. The Title I parents will be able to use games with educational fringe benefits to raise the students achievement in mathematics and reading.	Sherrill Elementary
Training School Service Assistants For Learning Stations	To train S.S.A., in the use of programmed materials in a learning station.	Each S.S.A., will be trained to use a series of sequential programmed Reading and Math materials for specific objectives housed in a learning station. Students will be processed through the learning station under the direction of a S.S.A.	McKerrow Elementary

Inservice Training Sessions Conducted Under Project FAST During 1981-82

Title of Workshop	Purpose of the Workshop	Proposed Outcomes of the Workshop	Name of School
1982-83 Title I Michigan Education Assessment Program Test Preparation	To develop an instructional plan of action for Title I, Grade 4 students prior to the 1982-83 M.E.A.P. Test.	1) Select specific Math and Reading objectives for emphasis by teachers of Title I students. 2) Develop and produce implementation schedules for instruction and evaluation. 3) Produce Math and Reading lesson activities and tests that will reinforce and evaluate selected objectives.	McKerrow Elementary

Appendix B

a. Staff Workshop Evaluation Form

b. Parents' Workshop Evaluation Form

Detroit Public Schools	PROJECT FAST WORKSHOP EVALUATION FORM	Research and Evaluation Department

The basic purpose of Project FAST is to provide meaningful inservice programs for professional and paraprofessional staff members (and parents) which will lead to improved performance by Title I target population pupils.

In seeking to achieve this goal, an evaluation of the Inservice Training Workshops is conducted in order to gain information relative to its strengths and weaknesses. The ESEA, Title I, federal agency which provides funds for the Detroit Public Schools requires such an evaluation.

Therefore, your assistance is needed to provide information based on your personal assessment of the effectiveness of the Inservice Training Workshop(s) you have attended.

Consider for a moment your own position and feelings regarding the Inservice Training, then please react to <u>each</u> of the following statements or questions as they apply to you. Your frank reactions will provide us with useful information which can be used to improve the Inservice Training Workshops.

Thank you for your cooperation.

Mike Syropoulos, Ed.D.
Evaluator/Researcher
Research & Evaluation Dept.
Room 300 Stevenson Bldg.

School_____ Region_____ Date_____

Position: Please check one:

☐ Teacher or Counselor ☐ Administrator

☐ School Service Assistant ☐ Other (please specify):

_____

☐ Parent

Title of Workshop_____

_____

DIRECTIONS: PLEASE CIRCLE ONE RESPONSE FOR EACH STATEMENT

SA - Strongly Agree: You strongly agree with statement.

A - Agree: You agree more than you disagree.

D - Disagree: You disagree more than you agree.

SD - Strongly Disagree: You strongly disagree with statement.

NA - Not Applicable: Does not apply or don't know. Circle when you feel this statement does not apply, or you simply cannot answer the question.

ANALYSIS OF WORKSHOP DESIGN

1. There was sufficient time to achieve the workshop's(s) stated objectives. SA A D SD NA _____

2. The physical setting and facilities were suitable for the workshop functions. SA A D SD NA _____

3. The day, time of day, and/or general timing of the workshop(s) were appropriate for its purpose. SA A D SD NA _____

4. The workshop's(s) activities were well structured and organized. SA A D SD NA _____

WORKSHOP PROCEDURES

1. The training procedures used in the workshop(s) were appropriate to its goals. SA A D SD NA _____

2. The training format provided ample opportunities for active involvement and personal interactions with the consultants and other participants. SA A D SD NA _____

3. The size of the workshop(s) training group(s) was about right for its purpose. SA A D SD NA _____

CONSULTANT(S) SERVICES

1. The consultants were knowledgeable and skillful in their presentation and implementation of the program activities. SA A D SD NA _____

2. The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants. SA A D SD NA _____

3. The consultants were genuinely concerned with the progress of the participants. SA A D SD NA _____

4. The consultants program activities were planned and presented in agreement with your perception of the workshop goals and objectives. SA A D SD NA _____

WORKSHOP OUTCOMES

1. There was considerable agreement between the workshop's stated objectives and what I actually gained. SA A D SD NA _____

2. The ideas presented were appropriate for my backgrounds and needs. SA A D SD NA _____

3. The presentations stimulated further thought and interest in my daily working situation. SA A D SD NA _____

4. Most of the ideas gained in the workshop(s) will be used in my instruction. SA A D SD NA _____

5. Most of the ideas gained in the workshop(s) will be shared with my colleagues. SA A D SD NA _____

6. Others should be encouraged to be a part of this type of inservice. SA A D SD NA _____

STRENGTHS AND WEAKNESSES

What were the strengths of the workshops? Please check:

Consultants	☐	Director	☐
Materials and/or exercises	☐	Group Participants	☐
Audiovisual materials (if any)	☐	Goals and Objectives	☐

Other ☐ (please explain) _____

What were the weaknesses of the workshops? Please check:

Consultants	☐	Director	☐
Materials and/or exercises	☐	Group Participants	☐
Audiovisual materials (if any)	☐	Goals and Objectives	☐

Other ☐ (please explain) _____

Please note any suggestions for improving future workshops:
(Continue on other side if necessary.)

Detroit Public Schools	PARENTS' WORKSHOP EVALUATION FORM	Research and Evaluation Department

The purpose of this form is to obtain your evaluation of the In-Service Training Workshop. An evaluation of each of the projects supported by Federal or State funds is required under terms of the contract between the Detroit Board of Education and the Funding Agency. Your assistance in the evaluation is very essential and also very much appreciated.

Thank you for your cooperation.

Mike Syropoulos, Ed.D.
Evaluator
Research & Evaluation Department

Name of School_____ (1) Region # _____ (2) Date_____ (3)

Title of the Workshop:_____

DIRECTIONS: PLEASE CIRCLE THE CORRECT RESPONSE TO EACH QUESTION.

1. Were the workshop objectives clearly presented? Yes No Don't Know _____ (4)

2. Was there enough time to finish the workshop's objectives? Yes No Don't Know _____ (5)

3. Were the training procedures used in the workshop adequate? Yes No Don't Know _____ (6)

4. Was the workshop well organized? Yes No Don't Know _____ (7)

5. Were the consultants knowledgeable and skillful in their presentations? Yes No Don't Know ____ 8

6. Were the consultants' program activities planned and presented adequately? Yes No Don't Know ____ 9

7. Would the skills and information presented in this workshop be useful to you? Yes No Don't Know ____ 10

8. Were the materials handouts, and exercises useful to you? Yes No Don't Know ____ 11

9. Would you use anything that was suggested by the consultants? Yes No Don't Know ____ 12

10. Would you recommend this workshop to other parents? Yes No Don't Know ____ 13

11. What were the strengths of the workshops? Please check:

Consultant(s) ▱ Group Participants ▱

Materials and/or Exercises ▱ Goals and Objectives ▱

Audiovisual materials (if any) ▱ Director ▱

Other ▱ Please explain_____

12. What were the weaknesses of the workshops? Please check:

Consultant(s) ▱ Group Participants ▱

Materials and/or Exercises ▱ Goals and Objectives ▱

Audiovisual materials (if any) ▱ Director ▱

Other ▱ Please explain_____

13. Please note any suggestions for improving future workshops. (Use other side if necessary.)

Appendix C

a. A Sample of Staff Evaluation Report

b. A Sample of Parents' Evaluation Report

EVALUATION

OF

HOW TO TEACH A GUIDED LESSON UTILIZING DORT, CAT, AND MEAP SKILLS ON A DAILY BASIS

AT

PARKMAN ELEMENTARY SCHOOL

ON

February 22, 23, 1982

Prepared by:

Mike Syropoulos, Ed.D., Evaluator
Office of Research, Planning and Evaluation
Department of Research and Evaluation

Detroit Public Schools
April, 1982

WORKSHOP INFORMATION SHEET

Title of the Workshop:

How To Teach a Guided Reading Lesson Utilizing DORT, CAT and MEAP Skills on a Daily Basis

Purpose of the Workshop:

Since Title I classroom teachers and paraprofessionals are inundated with MEAP, DORT, CAT: practical life skills; Career infusion and DOLWE, there is a need to develop time-management skills for a well-developed and correlated reading instruction.

Proposed Outcomes of the Workshop:

Title I target students will increase in reading achievement as staff, through learning improved classroom management techniques, can chart progress, determine needs and plan or develop lessons related to those needs.

Consultant:

Doris Landrum

Procedures Used to Measure Attainment of Objectives

There were two half-day sessions of training during the month of February, 1982, held at the Parkman Elementary School. Consequently, it would not be possible for many months to obtain data relative to the improvement of participants in accordance with major objectives of the project.

In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed for the purpose of obtaining from the participants personal information and feelings toward workshop content and procedures.

The instrument was administered to all participants who were present at the conclusion of their workshop training. The analysis and findings are based on this instrument.

Analysis and Findings

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, and analysis of the data and findings are presented below.

There were eighteen (18) instruments returned by teachers, administrators, and school service assistants who commented on seventeen different statements dealing with the inservice training workshop. The responses were computed for the percent of agreement by the number and percentage or respondents who marked "Strongly Agree" or "Agree" per item are presented below. Please note that the percent is based on the number responding per item. Those who did not answer were excluded in the computation. A scale of one to four was used for

the mean of the scores. The score of 1 equals "Strongly Disagree" and the score of 4 equals "Strongly Agree." The results are listed on the following pages.

In-Service Training Workshop

	Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
	ANALYSIS OF WORKSHOP DESIGN			
1.	There was sufficient time to achieve the workshop's(s) stated objectives.	14/14	100%	3.6
2.	The physical setting and facilities were suitable for the workshop functions.	18/18	100%	3.6
3.	The day, time of day, and/or general timing of the workshop(s) were appropriate for its purpose.	15/15	100%	3.5
4.	The workshop's(s) activities were well structured and organized.	12/12	100%	4.0
	WORKSHOP PROCEDURES			
1.	The training procedures used in the workshop(s) were appropriate to its goals.	13/13	100%	4.0
2.	The training format provided ample opportunities for active involvement and personal interactions with the consultants and other participants.	14/14	100%	4.0
3.	The size of the workshop(s) training group(s) was about right for its purpose.	16/16	100%	3.8

(More)

In-Service Training Workshop (con't)

	Statements	Number of Respondents	Percent of Positive Responses	Mean of the Scores
	CONSULTANT(S) SERVICES			
1.	The consultants were knowledgeable and skillful in their presentation and implementation of the program activities.	14/14	100%	3.6
2.	The consultants proceeded at a moderate enough pace allowing for a clear understanding by the participants.	18/18	100%	3.6
3.	The consultants were genuinely concerned with the progress of the participants.	15/15	100%	3.5
4.	The consultants program activities were planned and presented in agreement with your perception of the workshop goals and objectives.	12/12	100%	4.0
	WORKSHOP OUTCOMES			
1.	There was considerable agreement between the workshop's stated objectives and what I actually gained.	18/18	100%	3.8
2.	The ideas presented were appropriate for my background and needs.	18/18	100%	3.8
3.	The presentations stimulated further thought and interest in my daily working situation.	17/17	100%	3.7
4.	Most of the ideas gained in the workshop(s) will be used in my instruction.	18/18	100%	3.7
5.	Most of the ideas gained in the workshop(s) will be shared with my colleagues.	15/15	100%	3.9
6.	Others should be encouraged to be a part of this type of in-service.	18/18	100%	3.8

The respondents were also asked to comment on strengths, weaknesses, and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

Consultants (17)
Group participants (7)
Materials and/or Exercises (17)
Goals and objectives (9)

Weaknesses of the Workshop

There were no major weaknesses indicated by the respondents.

Conclusion

On the basis of the procedures used to evaluate the effectiveness of the workshop in terms of the assessment by the participants of the various aspects of their workshop training, the workshop was quite successful. The evaluator recommends that the workshop should be continued at the same format.

EVALUATION

OF

REGION 3 PARENTS WORKING TOGETHER IN THE 80'S

AT

DREW MIDDLE SCHOOL

WORKSHOP #2

ON

March 20, 1982

Prepared by:

Mike Syropoulos, Ed.D., Evaluator
Office of Research, Planning and Evaluation
Department of Research and Evaluation

Detroit Public Schools
April, 1982

WORKSHOP INFORMATION SHEET

Title of the Workshop:

Parents: Working Together To Identify Educational Needs For Children of the 80's

Purpose of the Workshop:

To provide target parents with an opportunity to receive training in the areas of PAC involvement. Title I legislation and specific strategies in reinforcing students learning at home.

Proposed Outcomes of the Workshop:

As a result of this workshop participants will be able to share the workshop strategies at their local schools and councils. They will be better able to reinforce student skills in the home.

Consultants:

1. Ms. Anna Rayford - Legislation and Budget.
2. Ms. Helen Jones - Parliamentary Procedures.
3. Ms. Virginia High - Parenting Skills.
4. Dr. Mike Syropoulos - Child's Self-Concept.
5. Ms. Mary Ann Vanable - Parental Involvement.
6. Ms. Jean Hopkins - Planning and Evaluation.
7. Ms. Johnetta Trammell - Test Taking Skills.
8. Ms. Michael Thompson - Human Sexuality.

Procedures Used to Measure Attainment of Objectives

There was a one day session of training during the month of March, 1982, held at the Drew Middle School. Consequently, it would not be possible to obtain data relative to the improvement of participants in accordance with major objectives of the project for many months. In view of this precluding factor, it was decided that the emphasis of the evaluation of the project would be upon an assessment by the participants of the various aspects of their workshop training program.

Hence, a research instrument was developed for the purpose of obtaining from the participants personal information and feelings toward workshop content and procedures.

The instrument was administered to all participants who were present at the conclusion of their workshop training. The analysis and findings are based on this instrument.

Analysis and Findings

Based on the rationale underlying the evaluation of the program as indicated above and the procedures used to measure the attainment of its objectives, the analysis of the data and findings are presented below.

There were seventy-five (75) instruments returned by parents who commented on ten different statements dealing with the inservice training workshop. The respondents were asked to indicate their agreement or disagreement. The responses were computed for the percent of agreement by the number and percentage of respondents who marked "Yes" per item are presented below. Please note that the percent is based on the number responding per item. Those who did not answer were excluded in the computation. The results are displayed below.

In-Service Training Workshop

Statements	Number of Respondents	Percent of Positive Responses
1. Were the workshop objectives clearly presented?	74/75	93%
2. Was there enough time to finish the workshop's objectives?	37/38	52%
3. Were the training procedures used in the workshop adequate?	70/70	96%
4. Was the workshop well organized?	72/72	93%
5. Were the consultants knowledgeable and skillful in their presentations?	40/13	100%
6. Were the consultants' program activities planned and presented adequately?	41/12	100%
7. Would the skills and information presented in the workshop be useful to you?	42/11	100%
8. Were the materials, handouts, and exercises useful to you?	42/11	100%
9. Would you use anything that was suggested by the consultants?	72/72	100%
10. Would you recommend this workshop to other parents?	72/72	100%

The respondents were also asked to comment on strengths, weaknesses, and suggestions for improving future workshops. The results are as follows:

Strengths of the Workshop

Consultants (34)
Materials and/or Exercises (33)
Group Participants (27)
Goals and Objectives (27)
Director (15)

Weaknesses of the Workshop

There were no weaknesses indicated by the respondents.

Suggestions for Improving Future Workshops

"I don't know any as yet but what I have seen and learned here is very positive for parents and the schools."

"Workshops should be longer so that consultants are able to finish material that they want to cover (goals and objectives)."

"Instead of three fifty-five (55) minutes workshops there should be two workshops of an hour and a half."

"They need more time and more group participants, in order to get view and points across."

"Extend the time for the sessions."

"Maybe instead of having nine (9) programs and try to have some of each for everyone, we may need to have one at a time to attend."

"There should be more workshops."

"I had a little longer time on this workshop but not enough time."

"Time seemed short in comparison to information presented. 1) Extend time per session with breaks, 2) group participation has to be motivated; its hard to get voluntary responses; 3) if time is critical have more workshops more often. Very informative!"

"I found the three classes that I attended were very helpful to me, and made me more comfortable. Mike Syropoulos was great!"

"They were all so good - would like to have more; and we need some of them. I have learned a lot."

"Less time reading notes - more time on the group participants."

"I think the time limit on the classes should be longer."

"If more workshops were 1) available to parents rather then the three (3) we had; 2) let persons select the workshop she/he wished to attend."

"Need more workshops of this kind."

Conclusion

On the basis of the procedures used to evaluate the effectiveness of the workshop in terms of the assessment by the participants of the various aspects of their workshop training, the workshop was quite successful. The evaluator strongly recommends that similar workshops should be offered more often.

Miscellaneous

Handbook for Evaluation of Special Education Effectiveness
Michael Plog (editor)
June 1982
Illinois State Board of Education 217-782-4823

From the Table of Contents through Chapter XIII entitled "A Practical Example of a Special Education Evaluation," this well conceived and organized manual provides a clear, concise, and thoughtful guide to anyone engaged in designing, evaluating, and establishing educational programs.

It is designed to assist educators in self-evaluation and designed to enable educators to make decisions, and it does that well utilizing thoughtful discussions on:

1. Selecting for evaluation (internals/external)
2. Things to guard against (gibberish)
3. Appropriate uses of information
4. Needs Assessments (gathering, analyzing, reporting)
5. In-Service Training/Evaluation
6. Uses of Historical Documentation (how and what to do)

The above excerpts form a small part of the material presented. However, the strengths of this handbook lie in its well organized terse, thought provoking, cookbook approach. Not only what to do, but "whys" and various "hows" are presented. Sample worksheets are provided for specific purposes.

Quotes from the overview are worthy of note.

The purpose of an evaluation is generally accepted as being related to decision making. After an evaluation is finished, or even as a final step, a decision by someone is usually expected.

... the contents of this Handbook are designed to help determine the worth or value of programs; and the decisions to be made are oriented toward programs.

It is designed more for the school administrator who may be contracting with an evaluation consultant or conducting a self-evaluation. Reading this document will not produce an evaluation expert. An evaluation expert, however, may not be required to gather important information or make decisions. . . .

The Handbook contains information about nine separate techniques that can be used to gather evaluative information about programs. There is no expectation that administrators will use all the techniques explained in this Handbook. Rather, consider this document similar to a cafeteria menu-several selections are offered; one or more may be appropriate to individual tasts and requirements.

AF/mwb